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ABSTRACT

A survey involving professors at 14 universities that offer advertising programs was conducted to discover how advertising management courses were taught, what resources were utilized, what problems have been incurred, what trends have been observed, and what improvements were recommended. Responses indicated that cases were the most common kind of instructional aids and that discussion was the most prevalent format. Several respondents reported the use of a project as a teaching device while others used a variety of realistic exercises. The major problem reported in teaching was the poor preparation of the students while the major problems reported for students were their lack of business or marketing skills or preparation, lack of career goals, and general motivation problems. Most respondents reported that their schools had made no major changes in the course during the past two or three years, and those reporting changes indicated that these changes only involved adding new textbooks and updating or revising cases. Asked to design the ideal advertising management course, the respondents noted that such a course would need more and better cases, a good readings textbook, realistic exercises, small-group simulations, and small classes. They also suggested that the ideal course would explain how advertising management differs from normal management processes. (The questionnaire used is appended.) (TJ)

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APPROACHES TO THE TEACHING OF ADVERTISING MANAGEMENT

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One of the ways in which we can improve the teaching of advertising courses is to exchange ideas and learn from one another, as we are doing here today with the advertising management course. To that end, it seems appropriate to survey a number of advertising educators about how they teach their courses, what resources they utilize, what problems they incur, what trends they observe, and what improvements they recommend.

Forty questionnaires were mailed earlier this summer to professors at a number of universities that offer advertising programs. Included were all institutions that have an advertising program accredited by the American Council on Education for Journalism. Twenty-eight of the questionnaires were returned by the deadline, which is a seventy percent return rate, and the information from the questionnaires constitutes the basis of this paper. Incidentally, not all questions were answered by all respondents, so the total responses will not always be the same. The complete tabulated data are included in the appendix of this paper.

Because this survey was conducted for this journalism meeting, the schools surveyed were most often in a journalism or communications setting: three-quarters of the responding schools were oriented toward journalism or communications, and of the fourteen schools reporting that an advertising management course is offered, ten were in journalism or communications, three were in marketing or business, and one was a separate department. Exactly half the responding schools have an advertising management course, and half do not.

Of the fourteen schools with an advertising management or similar course, eight operate on the semester schedule and six on the quarter schedule. All but one of the semester schools offer three credit hours for the advertising management course; the one exception offers three hours credit to graduate students and four hours credit to undergraduates. Of the six schools that offer an advertising management course on the quarter system, two schools offer four hours credit,

two schools offer three hours credit, one offers five hours credit, and one offers one graduate credit.

None of the schools responding allows freshmen or sophomores to take the advertising management course. Seniors take the course at twelve of the schools; graduate students take it at eleven schools, and juniors take it at eight schools. The most common class size is 21-30 students, which five of the schools reported. Next, in order, were class sizes of 31-40 students, at four schools; 11-20 students per class or section, at two schools, and one school each reported class sizes of 0-10 students and more than fifty students per class or section.

The most prominent textbook is the Patti and Murphy Advertising Management book, which is used at four schools. That is followed by no textbook, at three schools. Then there are several books used at one school each, including a book of ninety advertising management problems prepared at Texas Tech. Cases are the most common kind of other instructional aids, followed by journal articles and by no other materials, and then by using one's own materials and by using management data. A readings book and audio-visual materials also are used to supplement textbooks.

Only one school uses a "team teaching" format for the advertising management course. Discussion is the prevalent format, followed in order by lecture and then by laboratory work. However, the discussions are focused around cases: management cases are used in 45 percent of the class time, followed by lectures, other (non-case) discussions, projects, and reading.

Four of the schools use a project in the advertising management course. Of them, two use a simulated project, one uses an actual situation for the project, and one uses both simulated and actual situations for the project. At two of the schools, students work individually on the project, and at the other two schools the students work on the project both individually and in groups.

Two-thirds of the schools with advertising management courses use other realistic exercises, besides projects. Most often, these exercises are cases, but other exercises include student-conducted research, role playing, guest lecturers, and field trips and visits to companies.

Most schools report no major changes in the advertising management course during the past two or three years. At the schools that report major changes, the alterations include the addition of textbooks, revised and new cases, more cases, and changing and updated every term.

Slightly more than half the schools use advertising practitioners in their advertising management courses. Most often, these practitioners are utilized as guest lecturers, followed by using them as resources for projects and exercises, and one school uses practitioners to judge projects.

The respondents were asked how they would design the ideal advertising management course, and a wide variety of answers were offered. Two schools each responded that the ideal course would have either all cases or better cases, and two schools reported that the ideal course is what they are already doing! Other ideals included the need for a good readings book, the need for realistic exercises, the need for small-group simulations, the need for smaller classes, and the need to explain how advertising management differs from normal management processes. One respondent noted the need for learning objectives that are followed on through to what the students have achieved by the end of the course.

Almost all the schools with advertising management courses report that at least some of their students are able to find their first professional advertising jobs in advertising management positions or in management-training positions. The average was that 24 percent of the students start in such positions, although that average was skewed by some extremely high percentages at two schools. The median percentage was slightly less than twenty percent, and the range was from

no students up to seventy percent of the students atarting in management types of positions.

When asked about the biggest problems in teaching advertising management, from the instructor's perspective, the respondents reported that poor preparation and poor backgrounds on the part of the students was the leading problem. Then, tied for the next biggest problem were heavy teaching and grading loads; a lack of current cost figures, practical information, and general management information; a lack of time available; and variations in the students' backgrounds and preparations. Other problems were keeping current; lack of students' maturity; and case method problems.

As for the problems for students learning about advertising management, the leading problem was lack of business or marketing skills or preparation. The next biggest student problems were lack of career goals and general motivation problems. Also listed as student problems were identifying with case materials; understanding the scope of management problems; learning to make decisions; learning from the case method; not having lectures; and a lack of general understanding of "management."

Most of the general comments were reflected in the answers to more specific questions. A couple of enlightened individuals noted that this kind of survey should be helpful to them, and most of the respondents wanted to receive copies of the survey results -- including more than half of those persons who teach at schools that do not now offer an advertising management course.

Compared to past surveys of the advertising media course and the advertising campaigns course, it seems that the views of the respondents are more unified regarding the advertising management course. This may be because relatively few schools teach advertising management compared with the number of schools offering advertising media and advertising campaigns. It may also be because the course goals, problems, and outlooks are more similar.

One area of concern that is not obvious from the survey results is that only half the schools responding offer an advertising management course, and it may very well be that most of the non-respondent schools did not return the questionnaire because they have no such course. If that is true, then only slightly more than a third of the advertising programs surveyed would be offering an advertising management course, which should be a cause of concern to those of us here today.

This overview, then, should provide a general pattern of the teaching of the advertising management course at a number of universities. The detailed results also are available in the appendix to this paper.

Using this information, perhaps we can learn something about how we teach and, more importantly, how we can improve the advertising management course.

APPENDIX: Tabulated Data from Survey of Teaching of Advertising Management Courses

1. At what college or university do you teach?

   40 questionnaires were mailed; 28 were returned. Schools with advertising management courses were Arizona State, Drake, Florida, Georgia, Kansas, Michigan State, New York Univ., Northwestern, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Texas Tech. Schools with no such course were Alabama, Brigham Young, Iowa, Louisiana State, North Carolina, Northern Illinois (both marketing and journalism departments), North Texas State, Oklahoma, Oklahoma State, Pennsylvania State, Southern Illinois (Carbondale), Washington, Washington State.

2. In what academic setting is your advertising program offered?

   21 journalism/communications
   6 marketing/business
   1 other (Department of Advertising)

3. Does your institution offer a course (or courses) in advertising management (sometimes called Advertising Cases or Advertising Problem Solving or some similar title, but not the same as a campaigns course)?

   14 yes
   14 no

4. Under what term system does your institution operate?

   8 semester
   6 quarter

5. How many credit hours do students receive for your advertising management course?

   7 three semester hours
   2 four quarter hours
   2 three quarter hours
   1 five quarter hours
   1 one graduate credit
   1 three semester hours for graduates, four semester hours for undergrads

6. What levels of college students are permitted to take your advertising management course for credit?

   0 freshmen
   0 sophomores
   8 juniors
   12 seniors
   11 graduate students

7. What is the approximate number of students enrolled per class or section in your advertising management course?

   1 0-10 students
   2 11-20 students
   5 21-30 students
   4 31-40 students
   0 41-50 students
   1 more than 50 students

8. What textbooks are used in your advertising management course?
   - 4 Patti & Murphy
   - 3 no textbook
   - 1 each: Nylen; Anderson & Barry; Greyser; Sandage & Fryburger; Dirksen & Kroeger; Barban, Kristol, & Kopek; Wright, Warner, Winter, & Ziegler; own book of 90 problems.

9. What supplementary books or other instructional aids are used in your advertising management course?
   - 5 cases
   - 3 each: journals; no other materials
   - 2 each: management data; own materials
   - 1 each: readings book; audio-visual materials

10. Is your advertising management course "team taught" (more than one instructor)?
    - 1 yes
    - 12 no

11. Would you describe the course format as primarily lecture, laboratory, or discussion?
    - 4 primarily lecture
    - 1 primarily laboratory
    - 8 primarily discussion

12. Please indicate the approximate proportion that each of the following methods of instruction is utilized in your advertising management course.

Averages	Ranges	
25%	0-60%	lectures
45%	0-100%	cases
18%	0-50%	discussions
0%	0%	laboratory work
5%	0-30%	projects
1%	0-15%	reading
6%	0-70%	other (news/books/special reports)

13. Is there a project in your advertising management course?
    - 9 no
    - 4 yes

14. Are the projects simulated or actual situations?
    - 2 simulated
    - 1 actual
    - 1 both

15. Do the students work individually or in teams on the project(s)?
    - 2 individually
    - 0 in groups
    - 2 both

16. Other than projects, are other realistic exercises included in your advertising management course?
    - 4 no
    - 8 yes: 6 cases
      - 1 each: guest lecturers; field trips, visits to companies; student-conducted research; role playing.

17. Have there been any major changes in your advertising management course during the past two or three years?

9 no

4 yes: 1 each: addition of texts; revised and new cases; more cases; changed and updated every term.

18. Do you use advertising practitioners (i.e., advertising agencies and firms) in your advertising management course?

6 no

7 yes: 5 guest lecturers
4 resources for projects and exercises
1 judging projects

19. How would you design the ideal advertising management course?

2 each: all cases and/or better cases; we have the ideal course.

1 each: need good readings book; not seeking major changes/improvements; need realistic exercises; needs to be differentiated from campaigns course; small-group simulations; learning objectives that carry through to what students actually have achieved by end of course; no more than ten students; how advertising management differs from normal management processes.

20. Are students in your advertising program able to find their first professional advertising jobs in management positions or management-training positions?

10 yes (What percent of students start with such jobs? Average of 24%; median of 19%; range of 0-75%)

1 no

21. What do you consider the biggest problem(s) in teaching advertising management (from the instructor's perspective)?

3 students not prepared, poor background.

2 each: heavy teaching/grading load; lack of current cost, practical, management information; variation in students/ backgrounds and preparations; lack of time available.

1 each: case method problems; lack of students' maturity; keeping current.

22. What do you consider the biggest problem(s) for students **learning** about advertising management?

5 lack of business/marketing skills and preparation.

2 each: motivation; lack of career goals.

1 each: case method; no lectures; learning to make decisions; understanding "management;" identifying with case material; scope of management problems.

23. Would you care to add any comments?

Our course is taught by another department. I should not have filled this out since I learned I know too little about what is happening in the course. New course; we are in trial-and-error. Many of our courses deal with management. Students take courses in marketing and business administration to provide them with management and decision making insights. Our media course has some management concerns. We need such a course but do not have adequate staff. We hope to add such a course. Thanks. Good luck. Anxious to learn the results of this study. This should be helpful.